SEND Graduated Response Flow Chart

Step 1: Initial Concern(s)

Parent/ Carer or member of staff expresses concerns around a child linked to one or more of the SEND areas: Cognition and Learning, Social Emotional and Mental Health, Speech Language and Communication, Sensory and/or Physical.

The person expressing the concern will complete an **Initial Concern Form** which can be accessed through the school's website.

The **Initial Concern Form** will be completed, with as much detail as possible, and then shared with other key stakeholders i.e. parent/carers if completed by a member of school staff, the class team if completed by a parent/carer.

Step 2: APDR (Assess, Plan, Do, Review) Cycle

The class team and SENDCo will work together to decide on some reasonable classroom adjustments, scaffolds and interventions which could be put in place to support the concerns which have been raised. Generally, these will be adaptations considered to be part of the school's Universal Offer.

Short term SMART targets will be agreed, directly linked to the concern(s) from the Initial Concern Form. Appropriate support will also be agreed and this cycle will take place for a minimum of 6-7 weeks (this may be longer if this is not an appropriate amount of time for the class teacher to be able to assess the impact of the actions and support agreed.

All targets and agreed adaptations will be shared with parents/ carers via email to ensure they are aware of support in place for their children= the SENDCo will oversee this communication.

Has the support agreed/ put in place had a positive impact on the concern(s) raised within the Initial Concern Form?

Yes

Class teacher to carry on with these adaptations, for as long as necessary, as part of the whole class universal offer. Seek support from the SENDCo support available to ensure this is possible.

Child does not need to be added to SEND Register but Initial Concern Form and following actions will be kept as an ongoing record.

No

Step 3: Targeted Support

If Step 2 support has not had a significant impact in relation to the initial concerns, the class team, parents/ carers and SENDCo will meet to discuss next steps and more targeted support which may be required. This will be done based on the child's specific challenges and level of need but will mean one of the following plans will be created for the child:

- *Individual Plan (IP)*
- *SEND Support Plan*

In some circumstances, there may be a referral process, to seek support from an external agency/ source rather than a plan within school. This will be discussed and agreed with parents and the class team during the meeting.

This level of intervention will proceed for a minimum of 3 terms (18-21 weeks), in most cases it will continue for 3 full review cycles which is equivalent to an academic year. This is to allow for adequate cycles of Assess, Plan, Do Review (ADPR) before the SENDCo, in collaboration with other stakeholders, assess if it has had an impact.

At this point the child will be added to the school's SEND Register

Has the targeted support agreed/ put in place had a positive impact on the concern(s) raised within the Initial Concern Form?

No

Step 4: Individualised Support and consultation with wider agencies

If the child is not making sufficient progress with areas of targeted support then a wider Needs Assessment will be considered. This decision will involve advice/ consultations from professionals such as: the Educational Psychologist, SEND Support Team, Speech and Language Therapist, Occupational Therapist or others (if this intervention has not already been required during Step 2).

If all stakeholders are in agreement that the child's needs are greater than Step 2 then the school may apply for an Education Health Care Needs Assessment (EHCNA) for the child. Further information about this process, including the timeframes involved, can be found on the B&NES Local Offer Website.

Click here to read about the EHCNA process

If the child does not already have a SEND Support Plan, one will be created and the school will aim to conduct a minimum of 3 reviews of this plan to build evidence for an EHCNA. All stakeholders will collaborate in the creation and review of this more extensive plan to support and understand the child's individual needs.

Yes

Carry on with targeted support

If the period of targeted support means that concerns end or the gap is closed between the child and their peers, the SENDCo will consult with the class teacher and parents about an appropriate time to remove them from the SEND Register o reducing support back down to monitored universal provision.

Please note, this Graduated Response Flow Chart will be used to assess and support the majority of children, who present with a concern that require SEN support. Some cases may be deemed more urgent and the SENCo, along with the Senior Leadership Team, may take the decision to escalate a child's case more quickly than shown on the flow chart due to individual circumstances and wider factors.